

October Extended Article  
**Novice Reduction**

Why novice reduction?

Novice reduction in Kentucky is a great need based on the number of students who are scoring at this level in reading and mathematics. There are currently more than 80,000 students performing at the novice level in reading and more than 60,000 students performing novice in mathematics. This is an ethical and moral imperative for all educators in Kentucky. These are the students who struggle to meet college-career readiness benchmarks, who have potential to become a drop out, or may eventually need social services.

The Kentucky Department of Education has identified the key core work processes – work systems that when used strategically and with fidelity are highly effective in reducing the number of novice students.

**Key Core Work Processes for Novice Reduction**

<b>Key Core Work Process and Question it Addresses</b>	<b>Alignment with Kentucky Board of Education Delivery Target</b>
Design and Deploy Standards (What should students know and be able to do?)	College and Career Readiness Pathways
Design and Deliver Instruction (How will they learn it?)	Integrated Methods for Learning
Design and Deliver Assessment Literacy (How will we know they have learned it?)	Novice Reduction
Review, Analyze, Apply Data Results (How will we know they have learned it?)	An essential component for deployment and improvement
Design, Align, Deliver Support Processes (sub-group focus) (What will we do if they know it already, don't know it or need other support?)	Learning Systems
Establish Learning Culture and Environment (What will we do if they know it already, don't know it or need other support?)	Learning Systems
Align Community Support Partners (How do we engage stakeholders?)	An essential component for deployment and improvement
Monitor Implementation of Legal Requirements (Compliance)	Ensuring alignment with supplier/stakeholder requirements



The Kentucky Department of Education believes that intervention for novice reduction fits into what we already know about the Kentucky Framework for Teaching which is used as the basis for PGES, and Characteristics of Highly Effective Teaching and Learning. In the white paper, [\*Novice Reduction for Gap Closure: Making a Moral Imperative A Reality\*](#), Appendix A includes matrix that illustrates the clear connection of our work.

For more information and to better understand how we can support your work in novice reduction see the novice reduction [flyer](#) or visit the novice reduction webpages on KDE.

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